



QUALITY ASSURANCE REVIEW
REVIEW REPORT FOR
HAVELOCK PRIMARY SCHOOL

Name of School:	Havelock Primary School
Co-Headteachers:	Naz Abaeian and Jon Bailey
Hub:	Compass
School phase:	Primary
MAT (if applicable):	Not applicable (N/A)

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	22/01/2025
Overall Estimate at last QA Review:	First review
Date of last QA Review:	N/A
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	07/02/2024

1. Context and character of the school

Havelock is an above average sized, 3-11 mixed primary school with a nursery and, since 2021, a resourced provision. The purpose-built school buildings and grounds provide pupils with plenty of pleasant indoor and outdoor space.

The school's pupil deprivation base is above average, as is the proportion of disadvantaged pupils. The school's location, within Southall, is an area of well above average deprivation. Pupils' heritage is diverse with a majority being of Asian British - Indian heritage. The proportion of pupils for whom English is an additional language is well above the national average, with well above average pupil movement.

The proportion of pupils with special educational needs and/or disabilities (SEND) was below the national average when in 2024 but is now at the national average. The proportion of pupils with an education, health and care plan (EHCP) is well above the national average. The additional resource provision (ARP) provides places for pupils with an autistic spectrum disorder and for those with speech, language and communication needs.

The school remains a community school and sits within Ealing local authority. Havelock's vision is to empower all pupils by seeking out and growing their potential. To support this vision, leaders instil their community values of resilience, resourcefulness, responsibility, reflectiveness and relationships, known as the 5 Rs. The school's motto is 'Success, nothing less.'

2.1 Leadership at all levels - What went well

- Leaders develop their values with reference to external frameworks, such as the iheart framework, to unlock pupils' inner resilience and Unicef's articles for rights and responsibilities. The school has also achieved Unicef Rights Responsibilities school. The values are clearly visible in all aspects of school life. Teachers show pupils how to apply these concepts within lessons. One pupil even tried to claim their right to have a break.
- The many opportunities to be a pupil leader mirror ministers in parliament. This adds to pupil readiness for later life as a citizen, including understanding the importance of the British value of democracy. Pupils say that ministers make their school 'more inclusive and a better place, making sure everyone gets a chance to learn.' Another pupil exemplified the impact by adding, 'I am very strict minister. I will make sure pupils read. When I check reading

records, I want to be responsible so I look at the books they read and the summary of what they read.'

- Leaders' approach to improving teachers' subject knowledge and pedagogy is illustrated by its reading curriculum. The literacy leader runs weekly reading sessions for staff, who give daily reading lessons, including reading to pupils for 15 minutes every day. Leaders seek further improvement with their 'beyond fluency' initiative. Partnering with the National Literacy Trust, a substantial grant enables them to build reading engagement across all year groups with a Key Stage 2 comic club, buddy reading and parent workshops for Key Stage 1 bedtime stories. One pupil explained its impact as, 'We learn about expression and pace so we don't sound monotonous.'
- Similarly, using support from a consultant and the mathematics hub, the leader has embedded key concepts in Mastery Mathematics within one year, such as showing representations and using concrete resources. Many pupils reflected this progress by naming mathematics as their favourite subject, 'I like to use my hands or dienes or column method, for example $100 - 50$. I change the hundreds to ones to make the question easier for me.'
- As well as whole school training, teachers use coaching opportunities from phase leaders to improve their pedagogy or subject knowledge.
- Leaders evaluate each subject on a mastery two-week cycle leading to feedback and causes for celebration for all teachers. For example, the recent review for design and technology revealed that the practical designs chosen were too complicated, even for teachers to model.
- Governors play an active role in engaging with the school, completing pupil voice with different groups of pupils. As a result of one focus group, pupils show developing confidence and positive involvement in school life. A Year 6 pupil recalled a careers week as, 'We had different people to tell us what their jobs are like. Very helpful. I could become a teacher, businessman, engineer, doctor, PE teacher or photographer.'
- Leaders have a rigorous approach to monitoring attendance, whilst supporting families and pupil welfare. Using this approach, leaders ensure that pupils attend frequently. Where absence persists it is unavoidable, such as due to medical reasons.

2.2 Leadership at all levels - Even better if...

...leaders' self-evaluation documents celebrated all strengths, particularly those relating to pupil leadership and their activities.

3.1 Quality of provision and outcomes - What went well

- Pupils enjoy a curriculum offer that is broad and ambitious, in line with the National Curriculum. The reading curriculum includes books to enrich pupils' subject knowledge, such as *Goodnight Mr Tom* to support the World War 2 unit in history, and a Charles Darwin non-fiction text about how chameleons and arctic penguins adapt to their environment for their science writing task.
- Teachers plan lessons and resources that interest and engage pupils. In particular, they consider cognitive load, using slides pared down to key information or visuals. The lesson structure follows small steps in the three phases of 'watch me', 'help me' and 'show me'. One pupil explained its effectiveness as 'we recap first, then answer questions and work with pairs or groups as the questions get more challenging.'
- Similarly, teachers design questions and work so that pupils have to think and reflect on their answers. In a Year 3 mathematics lesson, pupils explained their strategies for solving $150 - 90$. One pupil used partitioning whilst another used their number bonds for 15 to calculate $15 - 9$.
- Teachers use a range of subject assessment strategies to check for understanding and address errors or misconceptions, such as whiteboards for text analysis or finding the correct coins in mathematics. Children in Reception showed the correct number of fingers when counting.
- Work in books affirms that pupils think about what they learn. In history, for example, they thought about what it was like to have been a soldier during the Blitz compared to being a civilian and gave their opinion about whether campaigns such as 'dig for victory' were effective. Several weeks after this learning, pupils remembered the impact of British propaganda as making the country more 'powerful' and that soldiers suffered in muddy trenches that led to disease.
- Pupils also show their learning in structured debates, such as whether changes in Southall village had improved the lives of local people. This led to their conclusions about how it has improved in some ways and not in others, such as more cars on the roads.
- Pupils engage positively with oral articulation of learning activities in all subjects, such as, answering teachers' targeted questions, 'think-pair-share' activities, structured speaking tasks and guided discussion. Pupils routinely use symbols and speaking stems. For example, in a Year 3 mathematics lesson, a pupil used the 'challenge' action combined with one of the 5 Rs, beginning her sentence with, 'I respectfully challenge you because ...'.
- Phonics teachers use vocabulary, language, routines and signals from the programme. Children spot 'special friends' allowing them to successfully decode and read the work, as well as stay on track with expectations.

- In Key Stage 2, pupils develop a superb understanding of their reading ability as a result of teachers' knowledge about fluency components. In Years 3, 4 and 6, pupils projected their voice well when reading and speaking, skilfully matching emphasis, tone, punctuation and posture to their purpose.
- The many spontaneous pupil comments about relationships were overwhelmingly positive. Pupils new to the school proudly compared how much better this school was to their previous ones. One pupil said, 'It is so friendly and it gives us our rights', 'In my old school nobody helped me. Everyone helps me in this school', 'Teachers help us and are kind to us. Also children are kind here and they are not rude' and 'We all have fun at break time together. Teachers solve any problems.'

3.2 Quality of provision and outcomes - Even better if...

...leaders reviewed and explored the level of challenge for pupils working at greater depth in some of the wider subjects already identified.

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- Leaders work with vulnerable, and indeed all, families to develop relationships, offering bespoke drop-in sessions for parents about speech and language, occupational therapy, sensory needs, self-care needs and early communication. Although many parents of pupils in the ARP attend, all parents are invited. In particular, a workshop on therapeutic approaches from the local Catholic society connected isolated and Early Years Foundation Stage (EYFS) parents.
- There are special activities for pupils with SEND, such as sports and Panathlon tournaments with bowling, curling, and football, where the PE lead combines pupils from the mainstream, with those with SEND and from the ARP. Staff prepare pupils from the ARP to travel and attend using social stories with small step instructions, followed by trips to practise the steps on public transport to Ealing Broadway and Heathrow.
- Leaders provide a range of clubs and opportunities, some targeted at disadvantaged pupils, to ensure that every child goes to a club once a term and on a trip every half-term. As well as the clubs and trips, subjects are

enriched to broaden understanding beyond the school, such as external workshops and a local artist supporting pupils in an art project.

- Parent volunteers also provide an important adult resource to support pupils. Trained by the SENDCo, she meets them routinely to monitor their value and experience. This also feeds the strong staff body as two of the EYFS support staff were previously volunteers.
- Pupils with places in the ARP attend specialist provision in the morning and integrate with their peers in afternoon mainstream lessons. They begin their day with breakfast to practise eating independently without parents. This is followed by the OT's 15-minute sensory circuit, using 'singing hands'. Staff make effective use of fun and purposeful videos for interventions, such as dough discos where pupils dance and knead dough to improve their fine motor skills for writing.
- Teachers visit the ARP to observe how their pupils' needs are met and to translate this into their own classrooms. For example, displaying copies of their visual timetables at their workstation or a history text on the Stone Age replacing informational text with some widgeits.
- Where necessary, pupils have 1:1 support and adapted resources, such as cutting or sewing with large needles. As a result, pupils integrate superbly. This is particularly evident in their books which are scaffolded with colourful semantics to show connections between words and their role and representations to help make mathematics concrete.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

...leaders upskilled teachers so that their planning and targeted support during input sessions always met the needs of pupils with SEND.

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.

Schools can also attend Sharing Leading Practice (SLP) events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report

(<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)